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tion. There is much in M. Ostrogorski's suggestions that is notable and interesting; but his "plan" is certainly not convincing. It is difficult not to agree with Mr. Bryce that Party Organization has come to stay; that it is a logical and inevitable consequence of party government in a large democracy; and M. Ostrogorski has not been more successful than any other philosopher in showing us how it is possible to get rid of party government itself.

But here again, whatever we may think of M. Ostrogorski's conclusions there is no doubt that he has called attention, in a most striking way, to the evils and dangers of the party system as it exists in America and (to a less degree) in Great Britain; and he has demonstrated the necessity of bringing it into greater subjection to the democratic ideal. Students will find his volumes not only replete with facts, but penetrated with acute observation, and pervaded throughout by a high ideal and a noble enthusiasm.

SIDNEY BALL.

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CONSTRUCTIVE AND PREVENTIVE PHILANTHROPY. By Joseph Lee, Vice-President of the Massachusetts Civic League, with an Introduction by Jacob A. Riis. New York: The MacMillan Co. 1902.

Wealth of information on the subjects treated, sanity of judgment (with a touch of humor, often a test of sanity) and a genuine democratic spirit mark this little volume, which is one of a series on "American Philanthropy of the Nineteenth (*sic*) Century," edited by Herbert S. Brown. It is the work of a scholar, able to state clearly in an opening chapter the essence and limitations of his subject, and yet abounds with details which are evidently the result of first-hand study, observation and experience. Savings and loans, the home, vacation schools, playgrounds for small children and playgrounds for big boys (a significant separation), baths and gynasiums, outings, boys' clubs and industrial training are some of the topics treated. I know of no single book so useful to the practical philanthropist and "settlement" worker. It is a book to give one encouragement too, for a large part of the philanthropic effort recorded dates from the year 1887 (when, by the way, Dr. Coit's "Neighborhood Guild," afterwards the "University Settlement,"

was started in New York—was not Mr. Weston's "Neighborhood Guild" in Philadelphia started about the same time?), and half of it, Mr. Lee thinks, dates from 1897—such has been the extraordinary acceleration of effort and achievement within the last few years.

It would be impossible to summarize the mass of detailed information and suggestion given in this volume, but I must claim space for one or two general observations by the author that are of interest to the ethical and sociological student. Mr. Lee tells us that in order to understand the philanthropy of the present day, it is necessary to note that its motive has shifted and is shifting, from a motive felt by one class to do good to another class, into a motive that it can be entered into by all, which takes as its object not the helping of one sort of people, but the building up of the better life of the community (p. 7). This is a significant change. The standpoint is not that of the individual, but of the member of the community, the *socius*. Hence the method is co-operative, as far as possible—not doing *for*, but doing *with* other people. Mr. Lee tells of the model town of Pullman—apparently on the physical side, as he says, "a miracle of wise planning and capable administration," without pauperism and almost without crime. "If," says the author, "Thomas Carlyle, Kipling, and the other believers in the duty of the strong and the wise to utterly control and manage the weak and foolish, are right, then Pullman was as near heaven as we can get on this earth." But, he adds, "the fact that, heaven or no heaven, it was not popular with the employês is, I think, one more example of the fact that man cannot live by bread alone, or even by drainage, theatres, and libraries supplied by an alien will, and that there are some merits in democracy which those who judge government purely by its outward results have not learned, as yet, to realize (pp. 103, 104). How easily Mr. Lee handles his subject and masters it is shown, too, by his remark about the artistic household industries that have sprung up under the auspices of two women in Deerfield, Mass.—these activities "ought not, perhaps, to be classed as philanthropy, because philanthropy so successful as that is not philanthropy, but rises into a higher sphere, that of citizenship." As an instance of the author's mingled sanity and humor, let me quote what he says of the American custom of closing the school yards after school hours: "As soon as the children are let out we close the yards, for fear, apparently, that they might become of some use." He dismisses the reason usually alleged,

that the children will do mischief if they are allowed inside, and says, "The real reason appears to be that the janitors do not like the trouble involved in having the yards open; and as everybody knows, the function of the school janitor is to direct the school-committee (p. 144). It is interesting to learn that it has been the law in New York City since 1895, that no school house shall be constructed without an open-air playground attached to or used in connection with the same." This law is called by Mr. Lee the "favorite law" of Mr. Riis, who contributes a characteristic and delightful introduction to the book.

WM. M. SALTER.

CHICAGO.

THE MAKING OF CITIZENS: A Study in Comparative Education.

By R. E. Hughes, M. A., B. Sc. The Walter Scott Publishing Co.

Mr. Hughes thus announces his purpose in writing this volume of the Contemporary Service Series: "It is our aim here to paint, with as light a brush as possible, four pictures showing how these four countries [England, France, Germany and the United States], like good mothers, endeavor to prepare their future citizens for life." The book, then, deals mainly with the externals of education—with the organization, financing, and curricula of schools, and only incidentally and indirectly with the real inner spirit of the national educational processes. We may say at once that this main aim is very well carried out. Mr. Hughes gives us a very convenient and lucid summary of the organization of the schools in the four countries, though the omission of the universities leaves the picture incomplete. Unfortunately the book was written just before our whole English system was reorganized by the bill of last year, so that most of what Mr. Hughes says of the schools of England and Wales is now only of historical interest, and will need re-writing when a second edition of the work is called for. The only reference to the new system the book contains is in a very brief appendix. But, putting this aside, we do not know where so much information as to foreign school systems can be so conveniently found as in Mr. Hughes' work. It ought, therefore, to be peculiarly valuable at this juncture when the new educational authorities in England are making a fresh departure